An Analysis of Students' Perceptions of Problem-Based Learning Models In English Language Learning

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ABSTRACT

Problem-based learning is one of the innovative learning models that can provide active learning conditions. Problem Based Learning uses individual, group, and environmental intelligence to solve problems with the learning process. The purpose of this study was to analyze students' perceptions of problem-based learning model in English learning. This research used qualitative approach of survey type. The data collection technique used a questionnaire. The data from questionnaire was analyzed by using Likert scale. Sampling technique using quota sample, selected 23 students from XII at MAU Nurul Iman. The data analysis determined based on 7 indicators, 1. Student perceptions in terms of student and teacher interaction are in the agree category with a percentage of 67%, 2. Student perceptions in terms of motivation / increasing student learning interest are in the strongly agree category with a percentage of 82%, 3. Student perceptions of competency in understanding course material are in the agree category with a percentage of 67%, 4. Student perceptions of critical, effective and efficient thinking competencies are in the agree category with a percentage of 65%, 5. Student perceptions of good time management competencies are in the strongly agree category with a percentage of 85%, 6. Student perceptions in terms of good student learning outcomes are in the strongly agree category with a percentage of 85%, 7. Student perceptions of the appropriateness of the application of learning models with subject characteristics are in a agree category with a percentage of 67%. All the percentage show that the categories of students' perception in problem based learning models in english language learning is in "agree" categories.

Keywords: *Student Perception; Problem Based Learning Models*

A. Introduction

Problem-based learning or commonly abbreviated as PBL is one of the innovative learning models that can provide active learning conditions for students. This learning model is carried out by providing stimuli in the form of problems, which are then carried out problem solving by students, which is expected to increase students' skills in achieving learning materials. In classroom learning, in addition to using a

learning model, intermediaries can be added, they are media in learning as a support, so that learning in the classroom can be achieved properly.

Problem Based Learning models provide many benefits for students to develop higher order thinking skills such as critical thinking, finding and using learning resources, developing the ability to work cooperatively, and lifelong learning (Rochmawati et al., 2020). Tan (2003) states that education in the 21st century is related to real-world problems, so Problem Based Learning is relevant to be applied. In addition, Problem Based Learning uses the intelligence of individuals, groups, and the environment to solve problems that are meaningful, relevant, and contextual to the learning process, so teaching materials are needed that are in accordance with the Problem Based Learning model (Duch, et al,1999).

Learning is essentially a process of interaction between students and the environment so that behavior changes for the better. And the teacher's role is to coordinate the environment to support the student's behavioral change. Learning can also be interpreted as the educator's conscious effort to help students learn according to their needs and interests. Here, the educator acts as a facilitator who provides facilities and creates situations that support the improvement of learners' learning abilities (Arfani, 2016).

The concept of learning English as a second language requires a very good knowledge and understanding of what exactly the meaning of language itself is. A standard definition of the concept of language is a system of arbitrary conventionalized vocal, written, or gestural symbols that allow members of a given community to communicate intelligibly with each other (Brown, 2018).

In the Big Dictionary Indonesian Perception is a direct response (reception) of something, the process of a person knowing some things through his five senses, According to Slameto (2003) perception is a process that involves the entry of messages or information into the human brain. Through perception, humans continuously make contact with their environment, this relationship is carried out through their senses, namely the senses of sight, hearing, touch, taste and smell. Perception is the result of a person's observation of something in the environment through the five senses. Perception is obtained by summarizing information from a person and interpreting the

information so that a person can give a response about the good or bad or positive negative of the information. Thus, perception is basically the relationship between a person and his environment through the five senses. After a person perceives an object in his environment, he then processes the results of the perception so that a meaning about the object emerges. In this study, researchers want to know about students' perceptions of teachers' readiness to learn.

A teacher can better predict his students' perceptions for the next lesson because the teacher already knows in advance the perceptions that the students had in the previous lesson. The basic principles of perception that a teacher needs to know in order to know his students better and be an effective communicator is that perception is relative rather than absolute (Slameto, 2003). Perception is selective: a teacher must be able to select the parts of the lesson that need to be emphasized in order to get the students' attention, while at the same time being able to identify the parts of the lesson that are not important so that they can be eliminated so that the students' attention is not focused on that one unimportant part.

There are several factors that influence perception, one of which is according to Walgito (1993) in Shoimin (2014) perceived objects are objects that produce stimuli that hit the senses or receptors. Stimuli can come from outside the perceiving individual, but they can also come from inside the individual and directly hit the receiving nerves that act as receptors, but most stimuli come from outside the individual. The sensory apparatus, nerves, and nervous system centers of the sensory apparatus or receptors are tools for receiving stimuli. In addition, there must also be sensory nerves as tools to transmit the stimulus received by the receptors to the central nervous system, the brain.

Problem Based Learning (PBL) is a learning process in a work environment that begins with the problems that are found. This method uses the problem as the first step in gathering and integrating new knowledge. This method also focuses on student activity in learning activities. Learners are no longer given learning material in one direction as in conventional learning methods (Muhson, 2009). Dutch defines PBL as a teaching method that challenges students to find solutions to real problems in order to work together in groups, these problems are used to remind curiosity as well as analytical skills and initiative about the subject matter.

According to Duch (1995) in Shoimin (2014), the definition of the problem-based learning model is an instructional model characterized by real problems as a context for students to learn critical thinking and problem solving skills and gain knowledge. And according to Finkle and Torp (1995) in Shoimin (2014) states that: PBM is the development of a curriculum and teaching system that stimulates the development of problem-solving strategies and the foundation of knowledge and skills by placing learners in an active role as solvers of everyday problems that are not well structured.

The problem-based learning model is said to have been successfully implemented when it has achieved learning objectives, fulfilled learning competencies, impressed students, and produced good learning outcomes (Muhson,2009). The following are indicators according to 1. Aspects of student and teacher interaction, 2. Able to motivate/increase students' interest in learning, 3. Competency to understand subject matter, 4. Competence in thinking critically, effectively and efficiently, 5. Competence in good time management, 6. Good student learning outcomes,7. Appropriateness of learning model application with characteristics of the subject.

There are several ways to implement problem-based learning. According to (Muhson, 2009) the steps performed in the introduction of the PBL method are as follows: 1. Identify the problem, 2. Analysis of the problem, 3. Systematic Logical Hypothesis/Explanation, 4. Identify knowledge, 5. Identify known knowledge, 6. Identify learning resources, 7. Identify new knowledge, 8. Synthesize old and new knowledge to apply to the problem.

Based on the explanation above, the purpose of this study was to analyze students' perceptions of problem-based learning model in English learning.

B. Research Method

The researcher uses descriptive qualitative design as the research design. The perception of students can be describe when he researcher participate in the activity and giving the questionnaire. In this research, researcher take place at MAU Nurul Iman Sukojati in Kampung Lor Street, Sukojati. In this area, the northen side is Banyuwangi District, in the south side is Rogojampi District, in the west side is Songgon District, in the eastern side is Blimbingsari District.

The number of samples in this study was selected based on the quota that has been determined by the researcher (quota sampling). The data collection technique used in this study was a questionnaire. In collecting information about student perceptions, researchers used a questionnaire in the form of a closed questionnaire. In addition, the questionnaire was determined using a Likert's scale.

Students who have positive perception can opt either *Strongly Agree* and *Agree*. By picking those options, it means that students show positive reaction. Meanwhile, those who have negative perception can opt either *Strongly Disagree* and *Disagree*.

The instrument used was a questionnaire about students' perceptions of the application of problem-based learning models. In the preparation of the instrument, the application of problem-based learning models in English subjects uses several indicators obtained from the literature review, which are then used as measuring instruments. There are 7 indicators to be measured and then a grid of question/statement items to be translated into 30 question/statement items. The researcher used Miles and Huberman Qualitative Analysis. They are data reduction, data display, and conclusion drawing/verification

C. Research Finding and Discussion

The research data was collected by giving questionnaires to the students to provide answers regarding their perceptions of the implementation of problem-based learning models in English subjects that they receive at school. The questionnaire data on students' perceptions of the implementation of problem- based learning models in English subjects consisted of 30 questions, measured using a Likert scale with a score of 1 to 4 and distributed to 23 respondents.

There are 7 indicators that can measure the success of the application of the problem-based learning model, based on the average all scores was 74% (categorized as "agree"). it means that 74% students agreed that Problem-based learning helps make it easier for students to learn English, while students who disagree with the application of the model may be because they do not understand the application of the model.

Based on the results of the overall analysis of data on students' perceptions of problem-based learning models in English language learning on variables and each indicator, the results of data analysis of student perceptions of problem-based learning

models on indicators of student and teacher interaction aspects, which consists of 5 statement items. The lowest score was obtained in statement item number 5 with the statement "With the PBL model, I dare to express my opinion to the teacher and my friends in class about the subject matter". Out of the 5 statement items, only item number 5 has the lowest score, but it does not mean that this student-teacher interaction is fail. This is proved by the fact that the interaction between students and teachers in statements number 1-4 is still very good. So it can support the shortcomings that exist in item number 5.

The results of data analysis of each question item on the indicator motivation / increase student interest in learning which consists of 4 statement items. The score of was obtained, which was found in statement item number 9 with the statement " I do not feel tired while doing any task given by the teacher ". With this finding, the statement implies that students still feel tired in doing the assignments. This is influenced by the long duration of each face-to-face meeting. And the number of each lesson competency that must be achieved. However, from the 4 existing statement items, the weakness of question item number 9 can be overcome by statement items 6-8, that students remain motivated, increase their interest in learning and are excited in the application of problem-based learning models in English subjects.

The results of data analysis of each question item on the competency indicator to understand the subject matter consisting of 5 statement items. The lowest score was obtained, which was found in statement item number 14 with the statement "I feel that materials containing conflict are unimportant and confusing". This statement item has a role as a form of deepening students' understanding of material from English subjects. Overall, the data on the indicator of material understanding, students can be said to understand and comprehend the content of English subject matter with the application of the English learning model. This is supported by data analysis on this indicator, there are no students who disagree from the application of problem-based learning models in English subjects.

The results of data analysis of each question item on the competency indicator of critical, effective and efficient thinking w hich consists of 5 statement items. The lowest score was obtained, which was found in question item number 16 with the statement "I

find it difficult to find a solution to every problem given in the English material". This statement means that students have not been able to find new ideas in doing English assignments. Whereas the problem-based learning model in its application requires students to develop students' ideas to find new knowledge in dealing with the work they face. However, the other four statements have shown good results, namely students have been able to think creatively, can find solutions to any existing problems, can apply their drawing tasks to existing task exercises and can explore the potential that exists in students.

The results of data analysis of each question item on the competency indicator of good time management which consists of 3 statement items. The lowest score was obtained, which was found in question item number 22 with the statement "My learning time is wasted with the application of the problem-based learning model". This statement has the lowest score among the statement items in the questionnaire about the application of problem- based learning model. This can happen because of the duration of the class meeting students feel it is enough, because in one face-to-face meeting the duration lasts for 10 lesson hours. This means that from the start of the morning lesson until the end, students are faced with one subject. This is what makes students sometimes feel bored and bored. Therefore, teachers apply problem-based learning models to overcome these problems. Given the model in this learning process, students are given the freedom to think and learn while still upholding the learning objectives.

The results of data analysis of each statement item on the indicator of good student learning outcomes consisting of 3 statement items. The lowest score was obtained, which was found in question item number 25 with the statement "I got a complicated English learning experience from the implementation of problem-based learning model". From this statement, there were 7 students who disagreed with the results of their learning scores. However, from the evaluation results that the teacher do from each student's overall achievement of learning competencies has met the limit of completion, namely with a minimum score of 75.

The results of data analysis of each question item on the indicator of the suitability of the application of the learning model with the characteristics of the subject consisting of 5 statement items. The lowest score of is obtained, which is found in

question item number 26 with the statement "I have difficulty thinking critically in doing English assignments with the problem-based learning model". From the statement, it can be seen that students have the opinion with using the problem-based learning model has not been able to make English subjects more interesting and make them real. However, the statement is on a small scale. So that it does not really affect the application of problem-based learning models in English subjects.

Based on the finding explained, the discussion is as follow:

The first indicator shows that students agree, this is in accordance with the objectives of the application of problem-based learning models, namely realizing conditions for student and teacher interactions to be more active, so that in dealing with problems in working on assignments and subject matter can run smoothly. On the second indicator students strongly agreed, this indicator itself is a development of the analysis of student characteristics in the learning model planning process. So that in its application it can be known or can be determined by the learning model used which can motivate/increase students' interest in learning.

The third indicator shows that students agree, this indicator is intended to measure the extent of students' understanding of material understanding considering that the purpose of applying a problem-based learning model is to provide students with a memorable learning experience. The fourth indicator shows that students agree, in this application, the problem-based learning model has achieved self-potential development, so that students are trained to think and develop potential and personality through existing problems. The fifth indicator shows that students agree, the data shows that students only agree and do not reach strongly agree, this is because the duration of learning at school is too long and students feel likely to get bored.

From this indicator, it can be measured that students do English assignments only during class meetings. So this aspect needs to be paid more special attention if we remember that the problem-based learning model has the aim of making students more independent in doing assignments including in managing students' learning time well. The sixth indicator shows that students strongly agree, this is also corroborated by the results of the competency evaluation that the teacher did. So that in its application the problem-based learning model has been said to be successful and has achieved learning

objectives. The seventh indicator shows that students agree, the aspect of the suitability of the characteristics of learning models with subjects. So, the problem-based learning model in the subject has achieved success. The problem-based learning model is said to have been successfully implemented when it has achieved learning objectives, fulfilled learning competencies, impressed students, and produced good learning outcomes (Muhson,2009).

D. Conclusion

Based on the results of the research and discussion in chapter iv, the conclusions can be drawn: Student perceptions in terms of student and teacher interaction are in the agree category with a percentage of 67%, student perceptions in terms of motivation / increasing student learning interest are in the strongly agree category with a percentage of 82%, student perceptions of competency in understanding course material are in the agree category with a percentage of 67%, student perceptions of critical, effective and efficient thinking competencies are in the agree category with a percentage of 65%, student perceptions of good time management competencies are in the strongly agree category with a percentage of 85%, student perceptions in terms of good student learning outcomes are in the strongly agree category with a percentage of 85%, student perceptions of the appropriateness of the application of learning models with subject characteristics are in a agree category with a percentage of 67%. All the percentage show that the categories of students' perception in problem based learning models in English language learning is in "agree" categories.
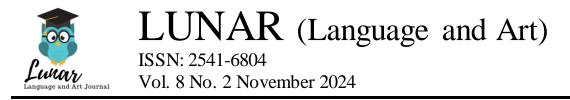
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